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ABSTRACT

As a preliminary version of the rationale and content for the English-language arts portion of the "Survey of Academic Skills: Grade 12," this booklet describes elements of the new reading and editing tests to be used to complement a direct writing assessment in this part of the 1987-88 California Assessment Program (CAP). After a brief introduction outlining the CAP (including the "English-Language Arts Framework" and the "Model Curriculum Standards, Grades Nine through Twelve" developed by the California State Department of Education), the booklet describes the reading and editing tests in detail, noting special features of each test. Scoring categories are also defined for each test. Three illustrative reading and editing test forms--covering the topics of history-social science, science, and literature--are included. Each topic section provides a reading passage and attendant items, and a student essay toward which the editing items are directed. (MM)

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Survey of Academic Skills: Grade 12

Rationale and Content for English-Language Arts

California Assessment Program
California State Department of Education Bill Honig—Superintendent of Public Instruction Sacramento

CS211409

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California Assessment Program

Survey of Academic Skills: Grade 12

Rationale and Content for English-Language Arts

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Rationale

Survey of Academic Skills: Grade 12

English-Language Arts

In 1987-88, the *Survey of Academic Skills: Grade 12* will replace the *Survey of Basic Skills: Grade 12* as the twelfth grade component of the California Assessment Program (CAP). The *Survey* will include tests of reading, editing skills, and mathematics. The history–social science and science tests will be added in future years. The test will consist of 30 forms so that each student will take only a portion of the total test. This test design, known as matrix sampling, yields only group and not individual student scores, increasing the range of content that can be assessed while reducing the time needed for test administration. The previous *Survey of Basic Skills: Grade 12* has been in place since 1974-75. As the difference between the two names implies, the new twelfth grade test deals with more difficult content and more complex thinking skills than the original test did.

The primary purpose of this document, the *Survey of Academic Skills: Grade 12—Rationale and Content for English–Language Arts*, is to describe what the new reading and editing tests in the *Survey of Academic Skills: Grade 12* do (and do not) measure. Because the two tests are connected through an integrated format, the description that follows also integrates reading and editing.

The new reading and editing tests have been designed to reflect the *Model Curriculum Standards, Grades Nine Through Twelve* and the *English–Language Arts Framework*. These tests are intended to complement a direct writing assessment at grade twelve, which is projected for implementation in 1988-89. The need for measures that go well beyond multiple-choice tests is made clear in the *English–Language Arts Framework* (California State Department of Education, 1987):

> With the revised curriculum in place, assessment of its effectiveness must depend on tests that reflect the purposes of the curriculum. Teachers and others responsible for assessment will create tests based on significant works whose meanings have import for all students; tests will integrate all of the language arts by including significant reading and writing and reflecting the student's oral skills as well; and tests will focus on students' meaning, not on formalistic features such as plot and character. Good assessment practices will include informal daily activities in which students commend each other for their strengths, teachers create environments in which students can succeed, and parents support their children's progress as part of evaluation. Tests will be designed to help all students, and assessment will be structured to assess students' strengths and accomplishments, not simply weaknesses or failures. Good assessment also will provide direction for the teacher, identifying what students have learned and what progress they have made.

Both the *Framework* and the *Model Curriculum Standards* stress the relatedness of language activities, particularly reading and writing in the classroom. Students are likely to grow most rapidly when these areas are mutually reinforcing, and students' reading and writing capabilities become most meaningful when students develop them as a means of acquiring human values while learning to engage in effective communication. It is clear that reading, writing, and responding to literature (and perhaps even listening and speaking) should ultimately be assessed in a fully integrated, organic way through the California Assessment Program.

Description of the Reading and Editing Tests

Each test form consists of one reading passage from literature, science, or history–social science followed by a variety of questions on word meaning and comprehension (with emphasis on inference items). The reading questions, in turn, are followed by an essay drafted by a high school student in response to a writing prompt related to the reading passage. The editing test is based on the student essay and consists of multiple-choice questions that assess the most commonly occurring errors in student writing. The test directs each student to demonstrate his or her editing skills by answering the questions following the student essay. The questions require students to make corrections in the usage, punctuation, spelling, and sentence structure of another student's work.

The reading selections include stories, fables, poems, biographical sketches, autobiographical incidents, reflective essays, arguments, and expository passages. They include topics from physical science, earth science, life science, history, anthropology, and geography. Special efforts were made to include passages that would appeal to the diversity of ethnic groups in California. In their final selection of the pool of reading passages, the members of the Reading Assessment Advisory Committee considered student-interest data collected during field testing. Selections are introduced with a short reference to the literary type—and in some cases, the author—to orient the test-taker to the literary context involved. The reading test measures the meanings of texts that are amenable to interpretation by social consensus. It does not purport to measure the subjective or personal meaning of a text as it is understood and used by students in applications to their own lives.

The editing test presents drafts of actual student writing from twelfth grade classrooms. Because these samples were selected to represent a range of realistic levels of competence, they are not intended as exemplary models. Each writing selection contains errors that are typical of twelfth grade writing (usage, punctuation, capitalization, and spelling). Each selection also presents opportunities for improving

Description of the Test

The *Survey of Academic Skills: Grade 12* consists of 720 items covering skill areas in mathematics, reading, and editing. The test includes 300 mathematics items, 300 reading items, and 120 editing items. Under the matrix sampling technique, each student takes only a small portion of the test.

sentence-level composition (awkward phrasing, wordiness, faulty parallelism). The item development was guided in part by an informal error analysis of the typical kinds of errors that occur in twelfth grade writing. The editing test approximates a kind of peer or group editing process in which, as recommended in the *Handbook for Planning an Effective Writing Program* (page 20), students identify the errors in the papers of other students. It does not, however, measure students' ability to correct the errors they make in their own papers.

The members of the Reading Assessment Advisory Committee and English Language Assessment Advisory Committee made every effort to incorporate in the tests features that reflect the basic principles in the *English–Language Arts Framework* and the *Model Curriculum Standards, Grades Nine Through Twelve: English–Language Arts.*

Special Features of the Reading Test

The special features of the reading test include the following:

- Reading passages are of high interest and worth (one reading passage per form). The passages represent high-quality literature and an extensive array of literary genres from the English–language arts, history–social science, and science. Special efforts were made to include selections that would appeal to a variety of ethnic groups that make up California's student population.
- Reading questions assess word meanings, comprehension, and reference skills in relation to the context of the passage. There are no items assessing skills in isolation from a meaningful context.
- Emphasis is on comprehension questions that require students to go beyond the literal level and draw a variety of inferences from the text, such as predicting outcomes, making applications to other contexts, identifying human values and social issues, detecting mood, and inferring universal themes.
- Emphasis is on questions that probe the deeper meanings of each reading selection and that form a logical question-to-question sequence (or trail of meaning) in the context of each reading selection.

Special Features of the Editing Test

The special features of the editing test include the following:

- A student essay is connected thematically to the reading passage, providing a sustained, integrated context for the test-taker.
- The student essay format provides an interesting, natural, and easy-to-read context consisting of actual student language for assessing a range of editing skills.
- Items require students to correct weaknesses and errors that occur most commonly in student writing and that are commonly addressed by English teachers.
- To answer the items in the editing test, students go through essentially the same process that they would use in a group or peer editing exercise.

Reporting Categories

The categories to be reported as separate scores for the new CAP English–language arts tests will be as follows:

English–Language Arts

Reading
Comprehension of literature (11 passages, 84 items)
Comprehension of history–social science (11 passages, 83 items)
Comprehension of science (8 passages, 58 items)
Understanding word meanings in literature (19 items)
Understanding word meanings in history–social science (22 items)
Understanding word meanings in science (17 items)
Reference skills (17 items)

Editing
Demonstrating editing skills in student writing (93 items)
Correcting spelling errors (27 items)

Direct Writing Assessment (to be added in 1988-89)
Autobiographical phase
Evaluation
Interpretation
Reflective essay

Reporting Categories Defined

The reporting categories that will be included in the program diagnostic display in both the CAP school and district reports are described here. The reporting categories in the reading and editing tests will be supplemented in following years with scores from the direct writing assessment.

The Reading Test

The reading test consists of questions assessing comprehension, vocabulary, and reference skills.

Comprehension. The comprehension questions require students to identify significant literal details; follow pronoun references; identify important sequential patterns; determine major ideas; recognize cause-and-effect relationships; follow textual patterns of organization; predict logical outcomes; make comparisons and contrasts to elements within the text and to familiar elements outside the text; draw conclusions; describe characters and recognize forces motivating them; summarize plot; sense mood; recognize the literary type as it emerges from the author's purpose and intended audience; separate fact from opinion, hypothesis, theory, value judgment, etc.; justify inferences; identify universal themes, human values, and social issues; formulate critical questions; and make applications to another context.

Vocabulary. The vocabulary questions assess students' knowledge of words in context. These include commonly taught science, social science, and general vocabulary as well as some useful prefixes, roots, and suffixes. Some vocabulary terms require students to use the context to identify the appropriate meaning of a word with multiple meanings.

Reference skills. The reference questions require students to identify appropriate reference materials for research assignments related to the reading passage, to demonstrate an understanding of the *Readers' Guide to Periodical Literature*, and to use dictionary entries to identify the meanings of words in context.

The Editing Test

The editing items require students to do the following:

1. Recognize effective expressions of a sentence (as opposed to choppy, awkward, wordy, and redundant versions). Some sentence-level items require students to achieve parallel structure in sentences and avoid ineffective use of the passive voice, long noun strings, and dangling modifiers.
2. Correct run-on sentences and sentence fragments and recognize complete sentences.
3. Recognize standard English usage, especially with respect to subject-verb agreement, agreement of a pronoun with its antecedent, and consistency of verb tense within a paragraph.
4. Demonstrate mastery of the most commonly taught conventions in punctuation (commas in a series, commas in compound and complex sentences, commas around appositives and parenthetical expressions, apostrophes to show possession, quotation marks in titles) and conventions in capitalization.
5. Recognize and correct words that are commonly misspelled in student writing.

Direct Writing Assessment

Information about the types of writing to be assessed at grade twelve in 1988-89 will be available in the spring of 1988. For additional information, please contact Beth Breneman or Juanita Jorgenson with the CAP office at 916-322-2200.

This document is a preliminary version of the rationale and content for the English–language arts portion of the new test for grade twelve. Comments and suggestions for improving the document are welcome and should be directed to:

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Three Illustrative Reading and Editing Test Forms

The reading and editing sections of the *Survey of Academic Skills: Grade 12* were developed around representative history–social science, science, and literature passages included in typical textbooks and everyday instructional material. Each reading test form includes one reading passage and attendant items, and each editing test form includes one student essay toward which the editing items are directed. The test forms in this section are illustrative of those that comprise the English–language arts test.

Illustrative Test Form — History–Social Science

Reading

Read the following social science passage and then answer the questions that follow it. You may look back at the passage as you answer the questions.

Voting at the Box Office[1]

Political life has fallen under the sway of Hollywood's cultural hegemony. Once considered little more than an ornament in the country's political process, southern California's celebrity society has developed into a major source of national power. This phenomenon began modestly with the theatrical community's participation in local politics during and after World War II. By 1950 a former actress, Helen Gahagan Douglas, could run as a serious candidate for the U.S. Senate, a nominee of the Democratic Party against Richard Nixon. Fourteen years later a former song-and-dance man, George Murphy, won admittance to the U.S. Senate, the "most exclusive club in the world." Two years after that came Ronald Reagan.

But the influence of Hollywood over the nation's political life extends far beyond the successful careers of a few individuals. Television advertising ate up 60 percent of the campaign budgets of President Carter and Ronald

[1]Joel Rotkin and Paul Grabowicz. "Voting at the Box Office," *California, Inc.* New York: Rawson, Wade Publishers, Inc., 1982, pp. 109-110.

Reagan in the 1980 election. Other politicians, selected largely for their skills in front of the camera or their celebrity connections, have become almost commonplace in legislative bodies and executive offices across the nation. With their coiffured hair styles, carefully crafted images, and famous spouses, celebrities have also shown themselves to be startlingly effective fund-raisers; Jerry Brown's 1976 and 1980 presidential drives received much of their funding from rock concerts and celebrity-hosted cocktail parties.

As the public's interest in political parties and issues is displaced by the *People* magazine imagery of Hollywood politics, the very meaning of the elective and legislative process has changed dramatically. Television, both in the New York-dominated news side and the Hollywood-controlled entertainment side, creates a single, national consciousness about candidates. Regional identification, class community, all fade before the illusion of media politics. The individual's involvement in the political process is thereby reduced, leaving a mass who cast their votes according to which celebrity candidate titillates their private fantasies. "Electronic communication," writes the social psychologist Richard Sennett, "is one means by which the very idea of public life has been put to an end."

The substitution of media blitz for party organization and image for platform has its roots in the ascendancy of the Hollywood "star" system in the nation's cultural life. Seeing their every move enshrined on the covers of major magazines—even in such once restrained Eastern publications as *Newsweek* and *Time*—the leaders of the Hollywood community naturally assume their roles as the shapers of the nation's political, as well as cultural, destiny. Politicians and actors, campaign managers and media "experts," have become almost interchangeable, and the celebrities and media moguls of Hollywood see themselves as the new power brokers, the creators of political style for the coming decades.

1. In this passage, the word hegemony means

   A inferiority.
   B creativity.
   C dominance.
   D corruption.

2. Helen Gahagan Douglas, Richard Nixon, and Ronald Reagan are all examples of

   A celebrities appearing in *People* magazine.
   B politicians who became actors.
   C entertainers who entered political races.
   D members of the "most exclusive club in the world."

3. Which of the following is needed to complete the partial outline below based on the second paragraph?

I. _____
   A. Politicians elected through television advertising
   B. Celebrities effective as fund raisers

A How Hollywood achieves political influence
B How individuals achieve successful careers
C How the nation is shaped by one or two individuals
D How executive offices are decorated

4. The underlined statement in the third paragraph is an example of

A an assertion.
B a law.
C propaganda.
D a contradiction.

5. The central idea of this passage is that

A Hollywood exerts a positive influence over political careers.
B Hollywood and the media have created a glamorous style of political campaigning.
C the media exert only a negative influence over the political process.
D Hollywood and the media have shaped the national consciousness.

6. One important reason why Hollywood has become a powerful influence in the political process is that

A politicians naturally aspire to become movie stars.
B celebrities take up political causes when they are out of work.
C Hollywood's ability to create glamour and raise money attracts political power.
D the public role of politicians and movie celebrities has always been interchangeable.

7. Which of the following statements most clearly identifies a major issue that is probably of concern to the writer of the passage?

A If movie stars go into politics, Hollywood will lose some of its attraction for moviegoers.
B Voters are more likely to respond subconsciously to slick images than to ideas and issues.
C Southern California celebrities now control the New York print and electronic media.
D Political campaign managers have begun to invade film production and lower its quality by their inexperience.

8. Which of the following questions would lead to a consideration of values in regard to the ideas presented in the article?

   A Is the influence of the media more likely to result in greater social good or evil?
   B How can the electronic media have so much power when major magazines still have a large readership?
   C How will public opinion on foreign policy be affected by foreign leaders who use their own "star quality" to influence U.S. voters?
   D How many famous actors from Hollywood have become active supporters of political causes?

9. Which of the following possible school situations, if it were to occur at your school, would be most comparable to the issue discussed in the passage?

   A The Drama Club organizes an attempt to take over the school paper by getting high grades in journalism.
   B A student is elected student body president solely on the basis of good looks and expensive clothes.
   C A fraternity begins a study club so that members will better understand community affairs.
   D A teenage movie star goes to school while filming a forthcoming movie at a nearby location.

10. Which of the following reference books would probably be the most reliable source of information on electoral politics in the United States?

    A *Who's Who in America*
    B *The Pentagon Papers*
    C *The Making of the President*
    D *The American Voter*

Editing

The following draft was written by a student who read the previous passage. The student was asked to discuss to what extent the media have substituted image for platform and to assess the impact of this influence on candidates and American voters.

Suppose that you have been asked to edit the student's draft. Read the essay and answer the questions that follow to demonstrate your editing skills.

Media. Politics. Are these words becoming synonymous? More and more media influence can be seen in America's political decisions. A well-known example is the Kennedy-Nixon television debates. Kennedy came off cool and collected. Nixon appeared to be hot and fidgety. He had a five o'clock shadow and sweat beads on his upper lip. Those who watched the debate thought Kennedy had won. Those who heard the debate thought Nixon had won. This debate later played a major role in the election of

Kennedy. The debates were not the only good showing for Kennedy. Through the media he projected the image of a young, charismatic man devoted to his family. People liked the new enthusiasm he brought to politics. Therefore, the debates and media coverage helped Kennedy win the Presidential election.

The media are influencing America's political judgments too much. What if the media would use its influence and decide to substitute image for platform in future elections? As we have already seen by the Kennedy–Nixon ballot Americans chose a young, healthy, good looking man who possessed spunk. In our era of Dynasty and Dallas, are we likely to pick a Blake Carrington or Bobby Ewing? Should the candidates be selected and groomed to appeal to the whims of a television-oriented populace?

Our experience already confirms how America's national elections have turned into contests based on visual appeal. It is our choice to decide how much we will allow the media to shape the future of our country.

1. Which of the following revisions would improve the sentences in lines 5-8, beginning *Kennedy came off cool?*

   A *While Kennedy appeared cool and collected, Nixon appeared hot and fidgety with his five o'clock shadow and sweat beads on his upper lip.*

   B *Kennedy, cool and collected, Nixon, hot and fidgety, his five o'clock shadow and sweat beads on his upper lip.*

   C *Kennedy came off cool and collected, while appearing to be hot and fidgety, a five o'clock shadow and sweat beads appeared on Nixon's lip.*

2. What change, if any, is needed in line 21?

   A Change *its* to *it's*.
   B Change *its* to *their*.
   C Change *its* to *his or her*.
   D Leave as is.

3. Which of the following changes is needed in lines 23–26?

   A Add a comma after *Kennedy-Nixon ballot* (line 23).
   B Change *Americans* to *Americans'* (line 24).
   C Delete the comma after both *young* and *healthy* (line 24).
   D Change *Dynasty* and *Dallas* to *dynasty* and *dallas* (line 26).

4. Which of the following spelling changes, if any, is needed?

   A Change *charismatic* to *charizmatic* (line 14).
   B Change *possessed* to *possesed* (line 25).
   C Change *populace* to *populus* (line 29-30).
   D No change is needed.

Illustrative Test Form — Literature

Reading

Read the following autobiographical selection by Ernesto Galarza, and then answer the questions that follow it. You may look back at the passage as you answer the questions.

Boyhood in a Sacramento Barrio[1]

Our family conversations always occurred on our own kitchen porch, away from the *gringos*. One or the other of the adults would begin: *¿Se han fijado?* Had we noticed—that the Americans do not ask permission to leave the room; that they had no respectful way of addressing an elderly person; that they spit brown over the railing of the porch into the yard; that when they laughed they roared; that they never brought *saludos* to everyone in your family from everyone in their family when they visited; that General Delibree was only a clerk; that *zopilotes* were not allowed on the streets to collect garbage; that the policemen did not carry lanterns at night; that Americans didn't keep their feet on the floor when they were sitting; that there was a special automobile for going to jail; that a rancho was not a *rancho* at all but a very small *hacienda*; that the saloons served their customers free eggs, pickles, and sandwiches; that instead of bullfighting, the *gringos* for sport tried to kill each other with gloves?

I did not have nearly the strong feelings on these matters that Doña Henriqueta expressed. I felt a vague admiration for the way Mr. Brien could spit brown. Wayne, my classmate, laughed much better than the Mexicans, because he opened his big mouth wide and brayed like a donkey so he could be heard a block away. But it was the kind of laughter that made my mother tremble, and it was not permitted in our house.

Rules were laid down to keep me, as far as possible, *un muchacho bien educado*. If I had to spit, I was to do it privately, or if in public, by the curb, with my head down and my back to people. I was never to wear my cap in the house and I was to take it off even on the porch if ladies or elderly gentlemen were sitting. If I wanted to scratch, under no circumstances

[1]Ernesto Galarza. *Barrio Boy*. Notre Dame, Ind.: University of Notre Dame Press, 1971.

was I to do it right then and there, in company, like the Americans, but I was to excuse myself. If Catfish or Russell yelled to me from across the street, I was not to shout back. I was never to ask for tips for my errands or other services to the tenants of 418 L, for these were *atenciones* expected of me.

Above all I was never to fail in *respeto* to grownups, no matter who they were. It was an inflexible rule; I addressed myself to Señor Big Singh, Señor Big Ernie, Señora Dodson, Señor Choree López.

We could have hung on the door of our apartment a sign like those we read in some store windows—*Aquí se habla español*. We not only spoke Spanish, we read it. From the *Librería Española*, two blocks up the street, Gustavo and I bought novels for my mother, like *Genoveva de Brabante*, a paperback with the poems of Amado Nervo and a handbook of the history of Mexico. The novels were never read aloud; the poems and the handbook were. Nervo was the famous poet from Tepic, close enough to Jalcocotán to make him our own. And in the history book I learned to read for myself, after many repetitions by my mother, about the deeds of the great Mexicans Don Salvador had recited so vividly to the class in Mazatlán. She refused to decide for me whether Abraham Lincoln was as great as Benito Juárez, or George Washington braver than the priest Don Miguel Hidalgo. At school there was no opportunity to settle these questions because nobody seemed to know about Juárez or Hidalgo; at least they were never mentioned and there were no pictures of them on the walls.

Ernesto Galarza

1. In the title of this passage, the word Barrio means

   A property owned by another.
   B members of one's own family.
   C a citizen's group that interacts with the government.
   D a district within a town.

2. The central focus of the first paragraph shows

   A difficulties the author had in adjusting to life in America.
   B rules that Mexican-American children were encouraged to obey.
   C differences between American and Mexican customs and habits.
   D several Mexican heroes who are unknown in America.

3. The underlined statement in the second paragraph is an example of

   A a fact.
   B a hypothesis.
   C an opinion.
   D a contradiction.

32

33

4. Which of the following statements from the passage is evidence that the author was not as shocked and dismayed as was his family by some American habits?

   A Above all I was never to fail in *respeto* to grown-ups, no matter who they were.
   B I felt a vague admiration for the way Mr. Brien could spit brown.
   C Our family conversations always occurred on our own porch, away from the *gringos*.
   D If Catfish or Russell yelled at me from across the street, I was not to shout back.

5. The author was never to ask for tips for his errands or other services because

   A the money wasn't needed by his family.
   B such services were expected of him.
   C there was no money available.
   D his errands did not benefit the tenants.

6. You can conclude from the last paragraph that the author's teachers

   A encouraged him to learn his country's history through reading and discussion with his mother.
   B did not teach their students about important leaders of other countries.
   C were familiar with the bookstore near his apartment.
   D did not encourage discussions initiated by students.

7. Because of his parents' rules, the author

   A was alienated from his classmates.
   B never felt comfortable in public.
   C had to conform to American customs.
   D did not adopt his friends' mannerisms.

8. Which of the following are valued strongly by the author and his family?

   A eloquence, showiness, and boldness
   B strength, courage, and endurance
   C courtesy, discretion, and education
   D humor, merriment, and pleasure

9. The author's purpose in this passage appears to be to

   A impress younger readers with the advantages of staying in school.
   B give readers a glimpse of the cultural richness he experienced as a youngster.
   C urge native American readers to explore their own cultural roots.
   D persuade readers that he would have been better off in a more homogeneous society.

10. Which of the following questions would lead to a consideration of an important social issue related to the passage?

    A Should a group of people who are new to a country adopt that country's customs simply because they live there?
    B Should immigration laws be stricter in order to prevent overpopulating a country?
    C What were the titles of the books the author purchased from the bookstore?
    D What did the author feel he and his family could have hung on their door?

Editing

The following essay was written by a student who was asked to discuss the most important influences on American teenagers today.

Suppose you have been asked to edit the student's draft. Read the essay and answer the questions following the essay to demonstrate your editing skills.

Teenagers in American society today are influenced greatly by relationships with people, dramatized television characters, and rock heroes. Teenagers need something to look up to and follow while growing up and beginning to face the world.

One of the most important influences on young people are their friends. Spending most of their time and energy on developing friendships. Many teens make an effort to fit in and be like everyone else. They feel that in order to be accepted by other people they must act like other people therefore, teens are greatly influenced by them.

Another area in American society that influences teenagers is television. Ideas and motives in life are clearly promoted on TV. Many young people think that glamore and materialistic things are what life is about.

The styles of clothes, actions, and attitudes are encouraged from various areas of music. For instance, the industry of rock music promotes violence, drugs, and sex. Wasting their lives away, teens are so caught up in emulating these music stars that they don't bother to get their lives together by themselves.

1. Which of the following changes, if any, would clarify the idea expressed in the first paragraph?

    A Change *something* (line 4) to *them*.
    B Change *something* (line 4) to *it*.
    C Change *something* (line 4) to *models*.
    D Leave as is.

2. Which of the following changes, if any, is needed in lines 8–11?

   A *Spending most of their time and energy on developing friendships. Many teens make an effort to fit in. And be like everyone else.*
   B *Spending most of their time and energy on developing friendships, many teens make an effort to fit in and be like everyone else.*
   C Leave as is.

3. What punctuation change, if any, is needed in lines 10–13?

   A Insert a semicolon (;) before *therefore*.
   B Remove the comma after *therefore*.
   C Change *teens* to *teens'*.
   D No change is needed.

4. Which of the following spelling changes is needed in the last two paragraphs?

   A Change *society* (line 15) to *soceity*.
   B Change *glamore* (line 18) to *glamour*.
   C Change *attitudes* (line 20) to *atitudes*.
   D Change *encouraged* (line 21) to *encoureged*.

Illustrative Test Form — Science

Reading

Read the following science selection, and then answer the questions that follow it. You may look back at the passage as you answer the questions.

Cycles of Extinction[1]

At least a dozen times in the past quarter of a billion years, life has been jolted by biological cataclysms in which huge numbers of species—an appreciable fraction of all the animals on earth—have died abruptly. Until recently, no one knew why. Now some tantalizing clues are being uncovered.

The passing of the dinosaurs, one of the great mysteries of science, has led to endless speculation. Says David Jablonski, a paleobiologist at the University of Arizona, "Mass extinction has been sort of a cottage industry for scientists." Among the guesses: the climate became too hot or too cold for the dinosaurs to reproduce; some sort of epidemic killed them off; they were poisoned by some new species of plant; small mammals ate all their eggs. "There are plenty of clever theories," says Jablonski, "but most people have been obsessed with dinosaurs, and neglect to account for all the other

[1]Shannon Brownlee. "The Great Dying, Part 1," *Discover: The Newsmagazine of Science*, May, 1984, pp. 21–24.

groups that went extinct at about the same time." Even worse to scientists, none of these theories could be tested.

Then in 1979 a group at the University of California at Berkeley led by Louis and Walter Alvarez proposed the most reasonable solution yet to the mystery of the dinosaurs: evidence that the fate of the dinosaurs may have been sealed by the collision of the earth with a giant asteroid, which kicked up enough dust to block the sun and chill the earth. Analyzing clay collected from the top of the Cretaceous layer in several parts of the world, the researchers discovered that the samples contained 160 times as much iridium as is normally found in terrestrial rocks. Where did it come from? Some meteorites are rich in this rare metal, they said, and the abnormally high amount found in the Cretaceous clay could be explained by a large asteroid crashing into the earth.

How did the iridium get spread around the world? The Berkeley team's answer explained not only that but also why worldwide extinctions took place: the tremendous impact blasted so much asteroid, as well as terrestrial, debris and dust into the atmosphere that sunlight was largely prevented from reaching the ground, perhaps for as long as several months. Without sunlight, plants died, temperatures plummeted, and the dinosaurs either froze or starved to death. Eventually the debris, which was distributed around the world by the circulation of the atmosphere, drifted back to earth in a fairly uniform layer.

Recently, paleontologists concluded that the "great dyings" seem to recur every 26 million years, and some scientists found evidence of a matching cycle in the ages of giant meteorite craters. Perhaps, they suggest, life is hostage to some stellar or galactic effect, hitherto unrecognized, that periodically unleashes killer rains of comets through the solar system. If these ideas are right, life needs more than fitness to survive its Darwinian trials; it may need luck.

1. In this passage, the word species means

   A a specific class of vertebrate, milk-producing animals.
   B a number of wild animals that migrate together as a group.
   C a category of plants or animals that are similar and can interbreed.
   D a group of unborn offspring during the period of gestation.

2. The following is a partial outline of the second paragraph. Choose the missing topic needed to complete the outline.

   A. _____
      1. Extreme climate
      2. Deadly epidemic
      3. Poisoning by plants
      4. Small mammals eating eggs

   A Cottage industries for scientists
   B Possible causes of the death of the dinosaurs
   C Reasons for extinction of species other than dinosaurs
   D Theories that can be proved

3. Evidence for the theory that dinosaurs and other species died as a result of a collision of the earth with a giant asteroid was first obtained from

   A layers of earth inside meteorite craters.
   B dinosaur bones found in many parts of the world.
   C a chemical analysis of the stars.
   D samples of clay found in the Cretaceous layer of the earth.

4. In this passage, the word meteorite means

   A the rings that surround a planet.
   B volcanic lava that has hardened into rock after cooling.
   C a mass of metal or stone that falls from space to the earth's surface.
   D earth or clay forming a rim around the crater of an asteroid.

5. According to the passage, some scientists have found new evidence of a matching cycle between the "great dyings" and

   A increased volcanic activity.
   B the ages of giant meteorite craters.
   C the mysteries of science.
   D the changes of climate making temperatures too hot or cold.

6. You can conclude from this passage that

   A the entire human race could be destroyed by an object from space.
   B mass extinctions will remain a mystery of prehistoric times that can never be reasonably explained.
   C mass extinctions have little importance for life on earth in the future.
   D bombardments from space are an occurrence of the past that cannot happen in the future.

7. Suppose that scientists had proved that an asteroid was likely to hit the earth in 50 years. From the information in the passage, which of the following approaches would be the one likely to save the most lives?

   A Build a fall-out shelter filled with heat sources and food.
   B Assemble people in locations far away from the place likely to be impacted.
   C Transport several hundred people to a space station.
   D Develop a means of deflecting the asteroid away from the earth.

8. In this passage, the author

   A reports information to young readers about the kinds of dinosaurs that once existed.
   B analyzes for biologists the effects of the extinct dinosaurs on various plant species.
   C offers an explanation of a possible cause of the mass extinctions on Earth for the general reader.
   D expresses to himself the spiritual significance of cyclical biological cataclysms.

9. Which of the following questions would be the most important for a scientist to consider in offering a new hypothesis explaining the disappearance of the dinosaurs?

   A Is your hypothesis supported by mythical accounts?
   B Have atomic physicists heard your explanation?
   C Is your hypothesis one that can be supported with evidence?
   D Does your explanation support the speculations of writers?

10. Suppose that in order to do more research on the Alvarez "great dyings" theory, you looked in the *Readers' Guide to Periodical Literature* and found the following entry:

Dinosaurs

Dinosaurs' lucky break. M.J. Benton. bibl (p92-3) il *Nat Hist* 93:54-9 Je '84
The nesting behavior of dinosaurs. J. R. Horner. il map *Sci Am* 250:130-7 Ap '84
New data cast doubt on dinosaurs' death. il *Earth Sci* 36:9 Wint '83
Paleontologist Jack Horner's 80-million-year-old eggs help unscramble the history of dinosaurs. S. Byers. il pors *People Wkly* 22:109-10 Ag 27 '84

In which journal would you be most likely to find a relevant article?

A *Natural History*
B *Scientific American*
C *Earth Science*
D *People Weekly*

Editing

The following essay was written by a student who was asked to imagine being in charge of an expedition that came across a small population of dinosaurs and to explain how the associated problems might be solved.

Suppose you have been asked to edit the student's draft. Read the essay and answer the questions following the essay to demonstrate your editing skills.

Let's suppose I am in charge of an expedition that has found a small population of huge dinosaurs thought to be extinct. I know already three problems that this discovery would bring me: how are people going to react? food, and can they survive with the weather in the future. Actually, people would probably be shocked at first. In time, there curiosity and greed would overcome them. I would have crowds swarming over the dinosaurs. Scientists would want to come right in and examine them. They would take blood and flesh samples and perhaps even torture the poor animals. I intend to keep my friends the ancient dinosaurs, a secret. Food would cause a problem also. I would look in every book written about dinosaurs and find out which foods they eat and what time of the year they eat them. I would need to know everything about certain plants. Which ones are good and which ones are poisonous. Finally, the weather would cause a great deal of problems. What kind of weather did they have in prehistoric times? I would have to go into encyclopedias to find the answers to these questions.

1. Which of the following, if any, is the best revision of the ideas in lines 5–6?

   A *How are people going to react, the process of obtaining food, and how can they survive with the weather of the future?*
   B *How will people react? How will I be able to get enough food? How will prehistoric animals survive in the weather of the future?*
   C No change is necessary.

2. Which of the following changes, if any, is needed in lines 10–14?

   A Insert a comma after *Scientists* (line 10).
   B Remove the period after *them* and change *They* to *they* (line 11).
   C Insert a comma after *samples* (line 12).
   D Insert a comma after *friends* (line 14).

3. Which of the following changes, if any, is needed in *Which ones are good and which ones are poisonous.* (lines 19–20)?

A Add a semicolon after *good*.
B Replace the period with a question mark.
C Change *Which* to *which* and continue the preceding sentence with a comma.
D No change is necessary.

4. Which of the following spelling changes, if any, needs to be made?

A Change *expedition* to *expidition* (line 1).
B Change *there* to *their* (line 8).
C Change *weather* to *whether* (lines 21 and 22).
D No change needs to be made.

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